DOCUMENT RESUME

ED 139 268 FL 008 572

TITLE	Guidelines for Proficiency Testing in Foreign Languages.
INSTITUTION	Chicago Board of Education, Ill. Dept. of Curriculum.
PUB DATE	Apr 75
NOTE	41p.; Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Criterion Referenced Tests; Cultural Education; Curriculum Guides; High Schools; *Language Instruction; *Language Proficiency; Language Skills; *Language Tests; Listening Comprehension; Reading Comprehension; Secondary Education; *Second Language Learning; Second Languages; *Testing; Writing Skills
IDENTIFIERS	Illinois (Chicago)

ABSTRACT

These guidelines provide information about a program implementing State of Illinois legislation whereby school boards are empowered to grant one unit of foreign language credit to students exhibiting proficiency in a language other than English. The guide describes the types of students who are eligible for the program and the procedures for implementation of the program in the Chicago public schools. Information is given concerning criterion-referenced proficiency tests, and specific objectives are provided for the development of test items in the skill areas of language instruction: listening, speaking, reading, writing, and culture. Sample test items are given in English to illustrate each objective. A bibliography is also provided. (Author)

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Guidelines for

PROFICIENCY TESTING

in Foreign Languages

BOARD OF EDUCATION
CITY OF CHICAGO
2

Guidelines for
PROFICIENCY TESTING
in Foreign Languages

JAMES F. REDMOND
General Superintendent of Schools (Acting)
BOARD OF EDUCATION

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of the
City of Chicago
Chicago, Illinois

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FOREWORD

In the last decade, the need to recognize early language learning taking place outside of the traditional classroom setting became quite apparent, as did the need to realize that instruction in the language and folklore of many ethnic groups has for years been taking place in a variety of settings within the home and community. These needs developed in our highly pluralistic society as community ethnic groups voiced an interest and desire to identify with their cultural and language background and to become involved, in a most positive way, in the everyday functioning of the school system and the community at large. The schools have a responsibility to work with the community in developing and maintaining a wholesome self-image and self-identity of the students.

It is hoped that the Proficiency Testing Program for Foreign Language Credit will instill an interest and a desire in the students to take pride in their language and cultural heritage.

The following materials have been prepared to reinforce the desire of the schools to develop among the students a positive sense of self and group identity. We hope that these materials will be useful to school administrators, foreign language staff members, and guidance personnel in developing a meaningful credit-by-examination program.

JAMES F. REDMOND

General Superintendent of Schools (Acting)

ACKNOWLEDGMENT

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GENERAL INFORMATION

The Division of Foreign Languages, Department of Curriculum, Chicago public schools, is implementing the State of Illinois Senate Bill 209, which amends the School Code of Illinois to permit school boards to grant one year of foreign language credit to students exhibiting proficiency in a language other than English. This unit of credit will be applicable toward graduation after the student completes the second year or next level of proficiency in the target language. The former policy of the Chicago public schools permits only advanced placement in a language offered in the high schools and is based on proficiency or placement in special classes for native speakers.

Students who apply for credit by examination and who demonstrate mastery in a language other than English will be programmed into a target language class of the next level of proficiency if that language is offered in the high school, or programmed into an independent study program if that language is not offered in the high school in which case the student will meet two or three times a week with a native-speaking tutor/resource person for further instruction in the target language.

The student who applies for credit by examination through the high school guidance counselor or the elementary school adjustment teacher may come from one of the following language backgrounds.

The student—

—is a native speaker of the language who has lived in the United States only a few months and just enrolled in a local Chicago public high school

—graduated from elementary school in the United States and speaks, with family members and his peers, the target language

—graduated from a local elementary school, speaks the target language at home, and has attended for a number of years a Saturday morning, a Sunday morning, or an aftenoon community ethnic language school

—is a member of a military family who have lived abroad for a number of years, and graduated from a United States armed services elementary school

—has spent a number of years in the FLES program.

Any student who is or will be officially enrolled in the Chicago public high schools before the first day of a test period may take the proficiency test for credit. Graduating eighth graders may be considered as pre-enrolled high school students and are eligible to take the proficiency test in May at the receiving high school.

Elementary school students who do not wish to take the examination for credit may be placed, on the recommendation of the FLES or nonquota language teacher and on the approval of the high school foreign language department chairperson, without credit, at the next

Level of proficiency in the target language. The Department of Curriculum, Division of Foreign Languages, has prepared guidelines for standards of proficiency, has located commercially available tests that may be used to determine proficiency, has set up a proficiency testing program in the high schools with tutor/resource persons in languages which are not commonly taught in the curriculum, and has assisted the high school foreign language departments throughout the city in setting up proficiency testing programs for the languages which are commonly taught in the schools.

Foreign language department chairpersons may refer to the following list of commercial proficiency tests which may be used in testing students in the local schools:

MLA Cooperative Foreign Language Tests. (French, German, Italian, Russian, Spanish - Level L). Princeton, N.J.: Educational Testing Service, Cooperative Test Division, 1964.

Pimsleur Modern Foreign Language Proficiency Tests. (French, German, Spanish--Level L). New York: Harcourt, Brace & World Inc., 1967.

It is estimated that there are more than 80 ethnic groups in the Chicago area, many of whom teach their languages in community schools. Since many of the ethnic languages are not taught in the Chicago public schools, it has been necessary to develop proficiency tests for the languages that are not a part of the curriculum and to implement a testing program for these languages on a city-wide basis. It is anticipated that the testing program will be conducted three times during the year: in September, January, and May.

APPLICATION FOR PROFICIENCY TEST FOR CREDIT IN FOREIGN LANGUAGE

Name of applicant_____
last first middle

Elementary/High School_____ Year in school_____ ID Number

Home address_____
number street city state zip code

Language for which student is requesting credit by examination_____

Instructions: Follow the procedures indicated in Steps I, II, III, and IV.

STEP I: Guidance Counselor's Certification of Enrollment

Graduating/Graduated from_____
accredited elementary school location

Presently enrolled(ing) in_____High School

Applied for_____ Language Test

Today's date_____ Signature of guidance counselor_____

STEP II: Approval of Department Chairperson

Permission is granted to take the Proficiency Test for Credit in Foreign Language. The following examiner is appointed to receive test materials and to administer the test:_____Full name of language teacher

Today's date_____ Signature of department chairperson_____

STEP III: Approval of Assistant Principal in Charge of Programming

☐ Approved ☐ Not approved

Remarks_____

Today's date_____ Signature of assistant principal_____

STEP IV: Return the blue and pink copies of the application, (yellow copy is for the student) to the guidance counselor and confirm the date, time, and place of the examination. Attach a recent 3 x 5 identification photo to each copy of the application.

TO THE EXAMINER: The student must present to you his copy of the application showing that he has properly applied to take the Proficiency Test for Credit in Foreign Language.

Department of Curriculum
Division of Foreign Languages
Proficiency Testing Program
CBE Form 1 5 May 1975

Recent photo of student 3" x 5"

Excerpts from
The School Code of Illinois

Senate Bill 209 reads as follows:

"Be it enacted by the People of the State of Illinois, Represented in the General Assembly:

"Section 1. Section 1-22.43 is added to the 'The School Code,' approved March 18, 1961, as amended, the added Section to read as follows:

"Ch. 122, new par. 10-22.43)

"Section 10-22.43. (Credit for Proficiency in Foreign Language.) To grant one year of high school foreign language credit to any student who has graduated from an accredited elementary school and who can demonstrate proficiency in a language other than English. Proficiency shall be determined by academic criteria developed by persons teaching foreign languages in the high school to be attended or by standarized foreign language achievement tests.

SYNOPSIS: (Ch. 122, adds new par.)

"Empowers school boards to grant one year of high school foreign language credit to those students who can demonstrate proficiency in a foreign language.

"Starting with Sesame Street and continuing into the primary and upper grades, pupils today are learning foreign languages at an earlier age and with greater demonstrated capacity than ever before. Many elementary schools offer foreign language instruction as part of the regular curricula. Community ethnic centers offer young persons the opportunity to exercise and improve their skills in after-school hours.

"The bill does not require school boards to grant credit for proficiency; it empowers them to do so if they desire. For instance, for those high schools which have strong articulation programs with the local elementary schools, the credit could allow the student to enter an advanced program. He would have added incentive to do well. Granting of credit would also discourage well prepared students from sitting through a class for which he is over-qualified."

THE CRITERION REFERENCED PROFICIENCY TEST

Definition

In view of recent developments in individualized instruction, the traditional approach of comparing a student's performance with that of his peers is not enough. This is especially true where the results are used to make a decision about the student's future in foreign language instruction. Criterion-referenced tests (CRT) measure the skills acquired as a result of training or enrichment against a fixed, job-oriented or course-oriented standard. For example, as part of the CRT the student listens once to a three-minute passage in the foreign language containing numbers in various forms. The student is required to write down as many of these numbers as possible. The criterion cutoff, or fixed standard, is 75 percent of the numbers written correctly. All scores of 75 percent or greater are termed passing, all others not passing.

Proficiency tests measure the degree of competency possessed by an individual in a field of knowledge or a skill, regardless of the source from which he acquired it.

The criterion-referenced proficiency tests are used to distinguish mastery or nonmastery of certain criterion behaviors rather than to differentiate individuals in a group. The function of these tests is to allow the student to answer correctly if he has mastered the criterion behavior represented by the test item. The student who demonstrates mastery of certain behaviors passes the test.

The Proficiency Test for Credit in Foreign Language contains skill-testing activities which are based on the instructional content of the first-year language course in the Chicago public high schools. This test is intended to measure the student's acquisition of that content.

This statement indicates that the test must cover a wide spectrum of measurement concerns and testing techniques. The beginning stages of foreign language instruction involve the presentation and the practice of small linguistic units in rather artificial settings. Examples of this include the aural discrimination of speech sounds in a single-syllable or single-word context; the repetitive practice of a particular aspect of morphology or syntax; and the reading of short, vocabulary-controlled sentences and phrases.

The proficiency test at this level is a highly detailed, highly structured test whose primary measurement purpose is to determine whether or not the student has acquired specific sound discriminations or grammatical patterns.

Development

The development of proficiency tests for use in basic language courses requires close consideration of the real-life, language-use goals of the instructional program. Level I foreign language programs in the Chicago public high schools develop more than the "tourist abroad" competence in the language which includes language-use situations such as ordering meals, making purchases, asking directions, or making travel arrangements. The programs guide language students in developing a basic ability and competence in reading and writing of the target language and in developing an awareness of

and appreciation for the target culture in measuring these competencies.

The development of a quality assessment instrument is a step-by-step process that demands an expert knowledge of the subject matter (by the test writer), a full understanding of the statistical and testing concepts (by the tests and measurements expert), the experience and judgment of someone relatively familiar with both foreign language acquisition and psychometrics, and the coordinated functioning of these individuals as a team.

In the preparation of a structured Proficiency Test for Credit in Foreign Language, the test writer should—

research and study the kind of structured problems in the target language needed on the test

prepare a list of structured items, describing separately the recognition and the production problems

select utterances, phrases, and sentences containing the structured problems to be tested on a multiple-choice item basis.

write the items in the target language and instructions in English for each part of the test

record on tape in the target language the listening comprehension and speaking tests

administer the experimental test to native speakers of the language being tested; edit items on the basis of the native speakers' performance

administer the revised experimental test to a representative sample of students for whom it is intended; edit and arrange items on the basis of the students' performance

reproduce the test for wider use in collecting norms

establish standards for the test

review the improved form of the test

type and print the test for administration to test applicants

score and grade the test

study, revise, and do basic task analysis of each test item

revise and rewrite items where necessary.

It is recommended that the test developers specify, prior to writing the test, the types of language-use situations to be included in the test. The test writer should consider the degree of emphasis and importance of each situation to be used in the test. The degree of smoothness, accuracy, and overall naturalness of the student's performance should reflect the standards established in the guidelines.

BASIC MASTERY LEVELS FOR
LEVEL I FOREIGN LANGUAGE

At the end of Level I foreign language instruction in the Chicago public high schools, the student is expected to have mastered and established a basic foundation in vocabulary and grammatical structures.

The Proficiency Test for Credit in Foreign Languages, developed by the Department of Curriculum, Division of Foreign Languages, is based on the following areas of grammar and vocabulary, as established in the curriculum guides for French, Spanish, German, Russian, and Latin, published by the Department of Curriculum, Board of Education, City of Chicago, and the guidelines for foreign languages of the State of Illinois Office of Education.

Grammatical Structures and Vocabulary

Adjectives

number
gender
simple agreement
position
common descriptive adjectives
exclamatory

Adverbs

common adverbs
interrogatives

Articles

definite
indefinite

Structures

interrogatives
possessives
demonstratives

Negatives

simple examples
placement

Nouns

number
gender
position

Numbers

cardinals, 1 - 1000
ordinals, 1st - 100th
common arithmetical expressions

Pronouns

subject
direct object
indirect object
prepositional object

Time expressions

telling time
days of the week
months of the year
seasons of the year
age
dates

Verb structures

present tense
formation of questions
commands
action verbs
idioms with verbs
past tense
regular/irregular verbs

Topical Vocabulary List

The following list represents the minimum vocabulary to be learned in Level I foreign language instruction. The list is divided into specific topical areas. It is recommended that the test writers of the proficiency tests in the local schools refer to the list and carefully study the various topic areas before actually writing the test. Every topic need not be included in the test but a sound representation of the grammar and vocabulary should be included in the test.

Amusements

leisure-time activities, such as movies, sports, reading

Animals

common types, such as horse, cow, sheep, chicken, ducks, geese, dog, cat

Arithmetic

simple dimensions and problems, such as addition, subtraction, division, multiplication, inches, feet, meters, miles, kilometers

Body

various parts considered basic and important

Buildings

common buildings, such as schools, houses, churches

City

streets, various sections and neighborhoods of the city, parks

Classroom

areas of the room

items used in everyday instruction, such as book, pencil, pen, paper, notebook

Clothing

basic clothing worn by children, women, and men in different situations and during different times of the year

Colors

basic colors

Dishes and table settings

utensils used at meal time, such as plate, glass, cup, saucer, dish, knife, fork, spoon, napkin

Family and friends

the immediate family and close relatives

friends

Food

basic starches, meats, fruits, vegetables, and beverages

meals of the day

Furniture

most frequently used furniture in the home and school

Health

conditions, such as well, sick

Materials

common substances, such as gold, iron

Nations and their respective languages

names such as United States of America, India, Guatemala, China, Korea, Luxembourg

common languages at this level referred to in everyday conversation or classroom situations, such as Russian, German, Chinese, French, Spanish

Nature

weather

names of trees, plants

Professions and occupations

common names, such as doctor, lawyer, teacher

Shops and stores

names of the most common shops and stores

School

common terms, such as teacher, student, learn, listen, read

Time

days of the week

months

national and religious holidays

seasons

SAMPLE TESTS IN THE SKILL AREAS AND CULTURE

In keeping with guidelines established at the national and state levels, and consistent with the foreign language curriculum publications of the Department of Curriculum of the Board of Education of the City of Chicago, the Foreign Language Proficiency Testing Program is based on the four skill areas of language instruction—listening, speaking, reading, and writing—plus a fifth area, culture. Directions for all parts of the examination are to be given in English.

Listening

(20 minutes recommended)

Proficiency in the skill of listening will include distinguishing the features of the phonetic system of the target language, retention of what is said, and comprehension of the spoken word. Comprehension will include recognition of stress and intonation patterns as well as of vocabulary and structure. The student will demonstrate proficiency in these subskills of listening by recognition of phonemic differences in the target language, by recognition of the intonation patterns, by retention of phrases and sentences, by responding orally to visual stimuli, and by selecting an appropriate response or rejoinder to an oral question or statement. It is recommended that this part be recorded and administered in a language laboratory. The student should be provided with an answer sheet with only the letter symbols (a,b,c), not any written test items. He should respond by marking the letter corresponding to the appropriate answer.

Specific Objectives

A. The student will demonstrate, with 75 percent accuracy, the ability to recognize phonemic differences in the target language by selecting from three alternatives the word that contains a different sound.

Sample

You will hear three words. Listen carefully and darken the space that corresponds to the word which is different.

a. heat b. heat c. hit a. mat b. met c. mat a. sit b. set c. sit
correct response: c Correct response: b Correct response: b

It is recommended that this part consist of at least 10 items. These items will include the more common and troublesome phonetic differences of the target language.

B. The student will demonstrate, with 75 percent accuracy, the ability to recognize intonation patterns of the target language by selecting the response that depicts the intonation pattern of either a question or statement, as requested.

Sample

You will hear 10 test items consisting of three phrases. Listen carefully to each item and darken the corresponding space that indicates either a question or a statement, as requested in each item.

Look for a question!

a. Go to the store.
b. You are going to the store?
c. You are going to the store!
Correct Response: b

Look for a statement!

a. Look for the book!
b. She is looking for the book?
c. She is looking for the book.
Correct response: c

It is recommended that this part consist of a combination of at least 10 question/statement test items.

C. The student will demonstrate, with 75 percent accuracy, retention of phrases and sentences by selecting from three alternatives the most plausible response.

Sample

You will hear two sentences. Listen carefully to determine whether the sentences are the same or different. Darken the space next to a if the sentences are the same, or next to b if the sentences are different.

1. He is leaving at noon.
   He is leaving at midnight.

2. If I had a thousand dollars, I would buy an automobile.
   If I had a thousand dollars, I would buy an automobile.

Correct response: b, a

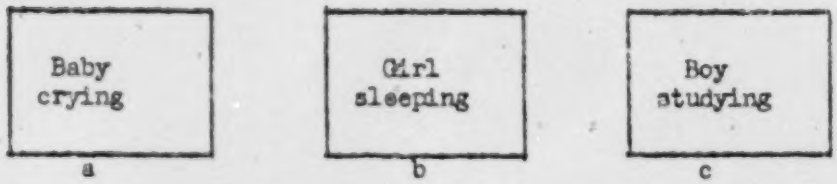
It is recommended that this part consist of at least 10 items.

D. The student will demonstrate, with 75 percent accuracy, the ability to retain information given in the target language by selecting from three alternatives the picture that corresponds to a phrase or sentence.

Sample

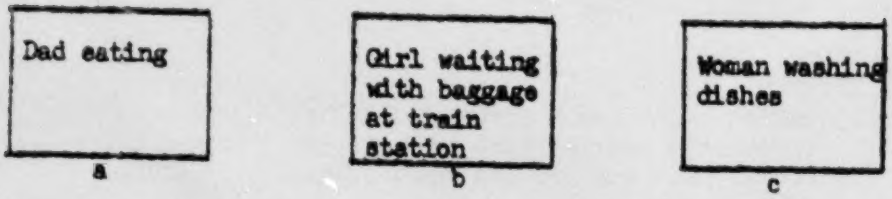
You will hear a phrase or sentence. Select from the three pictures the one that corresponds to the phrase or sentence, and darken the corresponding space.

a. John studies three hours every night.



Correct response: c

b. I plan to spend the summer vacation at the seashore.



Correct response: b

It is recommended that this part consist of at least 10 increasingly difficult phrases or sentences.

E. The student will demonstrate, with 75 percent accuracy, the ability to understand the vocabulary and structure of the target language by selecting an appropriate response or rejoinder to an oral question or statement.

Sample

You will hear a sentence spoken; after a slight pause you will hear three or four additional sentences. From these sentences select the one that completes the thought or continues the conversation along the same lines.

1. He would like to eat now.
   a. The story sounds terrific.
   b. He is very hungry.
   c. Jeanne likes him very much.

Correct response: b

2. At what time are you going to the movies?
   a. It is very cold outside.
   b. I plan to leave at six o'clock.
   c. It is six o'clock.

Correct response: b

It is recommended that this part consist of at least 10 sentences and questions of increasing difficulty.

Speaking

(10 minutes recommended)

The student will demonstrate knowledge in pronunciation, intonation, and speaking the target language by responding orally to spoken cues, by

responding orally to oral or taped questions, by orally summarizing or describing selected materials, and by carrying on an original conversation based on picture cues or oral suggestions.

The format of the speaking test is optional. The speaking test may be conducted as an informal interview or recorded for administration in a language lab.

Specific Objectives

A. The student will demonstrate, with 75 percent accuracy, knowledge of the pronunciation and intonation patterns of the target language by reacting to visual stimuli or by mimicking a native speaker.

The phonemic features to be evaluated will be predetermined and identified by the test writer before constructing or selecting the passage. The student will be rated on a two-point scale.

Sample

Repeat the sentence after me! (mimicry) (Underlined words are those which contain the sounds to be tested.)

Tuesday is the second day of the week.
Sunday is the last day of the week.
What day is today?
Today is Saturday.

In this passage, the following sounds and intonation patterns are being evaluated:

/ð/ the /t/ is, in /ɔ/ Saturday

It is recommended that this part consist of at least five phrases made up of at least 10 sound and/or intonation patterns to be tested.

B. Given oral questions in the target language, the student will exhibit, with 75 percent accuracy, the ability to create an original response which is specific and logical, using an appropriate pattern form dealing with the following topics:

age
name
home address
time
greetings
weather
parts of the body and clothing
members of the family
colors
days of the week, months of the year, and seasons
meals of the day
cardinal numbers 1 to 1000

Sample

You will hear a number of questions. Respond affirmatively or negatively with a complete answer in the target language. Make your response as brief and as precise as possible.

Cue: Is John doing his work?

Response: Yes, John is doing his work.

Cue: Is your name Jean?

Response: Yes, my name is Jean.

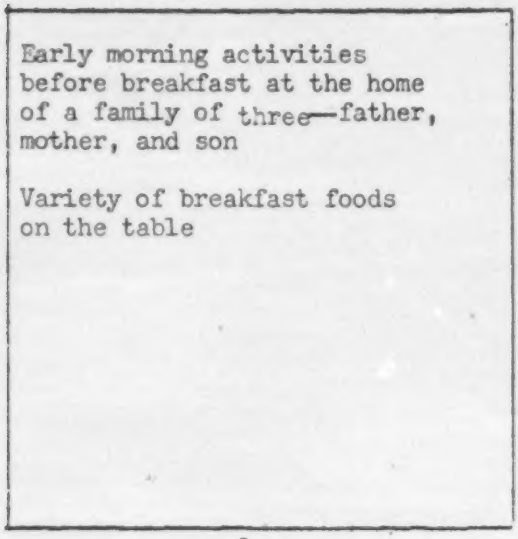
It is recommended that this part consist of at least 10 questions that require an affirmative or negative response.

C. Given visual stimuli, the student will demonstrate, with 75 percent accuracy, the ability to describe, in a short conversation with rejoinders, most of the action taking place in each picture.

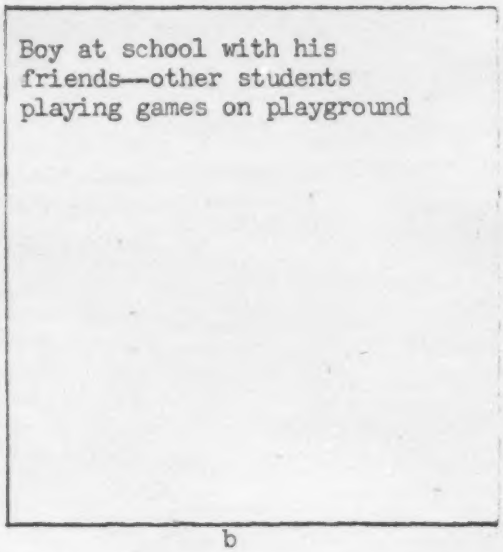
Sample

Look carefully at the following pictures and describe in your own words the action in each picture.

Make your response as precise as possible and limit it strictly to the content of each picture.


Early morning activities before breakfast at the home of a family of three—father, mother, and son
Variety of breakfast foods on the table

a



b

c

d

This part of the speaking test will test the student on choice of vocabulary, use of structures, and fluency of delivery.

It is recommended that this part consist of four pictures.

D. The student will demonstrate knowledge of speaking by orally describing a given picture or pictures, with 75 percent accuracy of vocabulary, pronunciation, intonation, structure, and fluency.

Sample

Look at the (prepared) picture and establish an original conversation based on the details in it. You will have three minutes.

This part of the speaking test will test the student's choice of vocabulary, pronunciation, intonation, use of structure, and fluency of delivery while establishing an original dialogue. It is recommended that this part consist of one diagonally divided picture that is made up of two, separate illustrations depicting related action, such as a picture of father and mother talking on the telephone in two locations.

Reading

20 minutes recommended)

Proficiency in the skill of reading will include demonstration of knowledge of the graphic representation of the target language, of an active and passive vocabulary, of structure, and of comprehension of the target language without recourse to English. The student will demonstrate proficiency in these areas by selecting correct graphic symbols; by completing sentences or phrases with the most appropriate word, phrase, idiomatic expression, or grammatical structure; and by responding to written questions based on selected reading passages.

A. Given a number of incomplete sentences or phrases, the student will demonstrate reading knowledge by selecting, with 75 percent accuracy, from three alternatives the word that is graphically correct.

Sample

I would like _____ go home.

a. two
b. to
c. too

Correct response: b

This part of the reading test will test the student's ability to recognize correct graphic symbols in the target language. It is recommended that this part consists of seven test items.

B. Given a number of incomplete sentences or phrases, the student will demonstrate reading knowledge by selecting, with 75 percent accuracy, the word or phrase that most appropriately completes each sentence.

Sample

Read the following phrases and select the word(s) that most appropriately complete(s) the thought.

I would like to drink

a. some silk.
b. some lemons
c. some milk

Correct response: c

2. Jimmy goes to sleep because he

a. likes candy
b. is tired
c. is eating

Correct response: b

It is recommended that this part consist of seven test items. This part of the speaking test will test the student's ability to recognize correct grammatical structures and vocabulary.

C. Given a number of written statements and three or four alternatives for each, the student will demonstrate knowledge of vocabulary by selecting the statement that best continues the thought of a preceding first statement. The student will demonstrate, with 75 percent accuracy, knowledge of vocabulary.

Sample

Read the following statements and darken the corresponding space of the statement that most appropriately continues the thought of the first statement.

1. The elevator is full.

a. there is an empty chair.
b. It is necessary to take the escalator.
c. The closet is very large.

Correct response: b

2. What terrible weather!

a. Look at it rain!
b. He goes there every day!
c. It is already three o'clock.

Correct response: a

It is recommended that this part consist of seven test items.

D. The student will demonstrate, with 75 percent accuracy, knowledge of grammatical structures by selecting the most plausible response to a question.

Sample

Read the following questions and indicate, by darkening the corresponding space, the rejoinder that best answers the question.

1. Will you buy me a coat?

a. Yes, I will buy myself a coat.
b. Yes, I will buy you a coat.
c. Yes, you will buy me a coat.

Correct response: b

It is recommended that this part consist of seven test items.

E. Given a passage of appropriate length and difficulty, and questions based on the passage, the student will demonstrate, with 75 percent accuracy, reading comprehension by giving the correct response to the questions.

Sample

1. Read the following passage and questions and select the most plausible response. Darken the corresponding space.

The children went to bed very late last night because they are on vacation. The children are on vacation because school has been closed since June 25. Thus the children do not have to get up very early. Why did they go to bed late?

After you have read the above passage, read and select the proper response by darkening the corresponding space of the alternative chosen.

a. They are sick.
b. They are on vacation.
c. They did not go to bed last night.

Correct response: b

It is recommended that this part consist of four reading passages and alternatives for each.

Writing

(20 minutes recommended)

Proficiency in the skill of writing will include demonstrating knowledge of vocabulary, spelling, punctuation, and grammatical structure by writing a spot dictation; by correctly punctuating unpunctuated sentences; by making morphological changes within a sentence; and by creating original written sentences based on given topics.

Specific Objectives

A. Given a number of incomplete sentences, the student will demonstrate writing knowledge by selecting a word or words which correctly complete the sentence.

Sample

On the basis of the model, write the word or phrase which correctly completes the sentence.

1. I see my house.
   I see _____.

   a. you
   b. them
   c. it

   Correct response: it

2. Chantal wants to go _____United States.

   a. in the
   b. to the
   c. with the

   Correct response: to the

3. He gives the book to Mary.
   He gives_____.

   a. it to her.
   b. it to him.
   c. them to her.

   Correct response: it to her.

It is recommended that this part consist of five test items.

B. Given a number of sentences and a single cue for each one, the student will demonstrate knowledge of grammatical structure by rewriting the sentence, making all necessary changes in number, time, tense, and word order.

Sample

Rewrite the following sentences as indicated and make all necessary changes.

1. The horse is in the field. (Make the underlined words plural.)

Correct response: The horses are in the fields.

2. The girls will go to the movies this afternoon. (Make the underlined words singular.)

Correct response: The girl will go the movie this afternoon.

Sample

Rewrite the following sentences in the tense indicated.

1. My mother and father are leaving at 2 p.m. (future)

Correct response: My mother and father will leave at 2 p.m.

It is recommended that this part consist of five test items.

C. The student will demonstrate knowledge of grammar and spelling, and the use of key words and natural expressions by writing a dialogue or a narrative based on written cues.

Sample

Write a complete conversation, using the cues logically, based on the following skeleton dialogue. The key words are indicated in in the skeleton dialogue. The key words are indicated in the

Skeleton Dialogue

John: Nice day!

Mary: Where?

John: Where?

Mary: Park/trees/flowers/weather

John: Fine/when?

Model

John: What a nice day!

Mary: Would you like to go for a walk, John?

John: Where would you like to go?

Mary: Since it's sunny and warm, let's walk through Bay View Park. It has beautiful flowers and shady trees.

John: That sounds like a fine idea to me. Let's leave now!

The student is graded on appropriate use of the key words, correctness of grammar and spelling, and naturalness of expression. It is recommended that this part consist of five test items.

D. The student will exhibit knowledge of the sound system of the target language, retain information, and demonstrate familiarity with syntactical patterns of the target language by writing, with 75 percent accuracy, a spot dictation of appropriate length and difficulty.

Sample

The teacher will read the following directions to the students. "In the following written sentences, certain words have been omitted. You will hear each sentence read in its complete form. Fill in each space with the word or words you hear that correctly complete the sentence."

Student will read silently and fill in the blanks.	Teacher will read aloud.
Three_____women are sitting in_____.	Three old women are sitting in the room.
Marianne has learned _____.	Marianne has learned the dialogue.
John _____ some ___ clothes.	John has bought some new clothes.
My father and mother ____ _____ at 8 p.m.	My father and mother will leave at 8 p.m.
We ___ baseball _____ _____.	We play baseball every afternoon.

It is recommended that this part consist of five sentences which each contain at least two words to be tested.

The student is graded on the correct response.

E. Given a number of unpunctuated written sentences, the student will demonstrate knowledge of the written language structure by punctuating the sentences, with at least 75 percent accuracy.

It is recommended that this part consist of one paragraph of appropriate length and difficulty.

Sample

Read and correctly punctuate the following sentences:

can you go do the beach with us no i don't think i can
why not i don't have a bathing suit you can buy one this afternoon
no i can't first of all i don't have any money
i have some money come to the beach with us

Culture

(20 minutes recommended)

The student will demonstrate a knowledge and appreciation of the target culture by selecting the most plausible response to statements or questions about the culture. The statements or questions will be about daily activities, social roles carried out by individuals in the target society, language and gestures used by individuals in different social settings, different modes of transportation and/or living accommodations used by people of various economic means within the target culture, the means by which a family collects and consumes its daily food, important historical events, and important holidays celebrated by the people of the target culture.

A. Given a number of different social settings and three alternate responses, the student will select, with 75 percent accuracy, the most plausible response.

Sample

Read the following statements and select the most plausible response for each.

1. Chris and Dawn, both sixth graders, are walking down the street. They meet their teacher, who is going shopping. The girls wave at him and say—

   a. "Hi, Bill!"
   b. "What's happening?"
   c. "Good morning, Mr. Alexander."

   Correct response: c

2. It is Sunday evening in Besancon and the soccer game is very exciting. One of the players on the home team makes a serious mistake. The local crowd whistles loudly. This indicates that they are—

   a. cheering the player.
   b. booing the player.
   c. showing approval of the food on sale at the concession stand.

   Correct response: b

3. Jean-Paul, a student in a lycee, cries out, "Great! It's Thursday!"

   a. There is no school on Thursdays.
   b. It's the last day of the school week.
   c. He has only one more day until the end of the week.

Correct response: a

It is recommended that this part consist of seven test items.

B. Given a number of statements concerning the manner in which people at various economic levels of the target culture use different modes of transportation and/or living accommodations, the student will, with 75 percent accuracy, select, from four alternatives, the most plausible response.

Sample

Read the following statements and select the most plausible response for each.

1. Mr. Kondo, owner of Japan's largest automobile company, most frequently goes to work—

   a. on horseback.
   b. in a chauffeur-driven car.
   c. on foot.

Correct response: b

2. Amadou lives in a small village in Senegal. His home is a—

   a. ten-story apartment building.
   b. chateau.
   c. single-room dwelling.

Correct response: c

It is recommended that this part consist of six test items.

C. Given a number of statements or questions concerning the history, geography, and important holidays of the target country, and four alternatives, the student will select, with 75 percent accuracy, the most plausible response.

Sample

1. The Lithuanian Independence was declared on—

   a. February 16, 1918.
   b. February 18, 1916.
   c. January 3, 1920.
   d. February 16, 1919.

Correct response: a

2. Select the capital that is not found in South America.

a. San Diego
b. Bogota
c. Lima
d. Caracas

Correct response: a

It is recommended that this part consist of six test items.

D. Given a number of multiple choice questions concerning the means by which a family acquires and consumes its food, the student will select, with 75 percent accuracy, the most plausible response.

Sample

Read the following statements and select the most plausible response.

Jimmy, an American student from the United States, is having supper with a French family. His thirst is not satisfied because—

a. he was served milk with his meal.
b. he was served water with his meal.
c. he was served wine with his meal.
d. none of the above.

Correct response: c

The Olivier family in Nimes was at the table when Richard, their cousin from Marseilles, stopped by. He was surprised to find them eating a meal, because it was—

a. 12 noon
b. 3 p.m.
c. 6 p.m.
d. 12:30 p.m.

Correct response: b

It is recommended that this part consist of six test items.

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